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ABSTRACT

This book presents a critique of urban school reform that emerges from an exploration of three avenues: learning from the country's long history of previous attempts at reform, listening seriously to the voices of urban practitioners, and going beyond best practices in pedagogy and school organization to view reform in the larger, more controversial urban contexts of politics, language, and culture. There are seven chapters in two parts. Part 1, "Context, History, and a Composite Case," includes (1) "What Do We Mean by Urban? What Counts as Reform?"; (2) "Taking a Critical Look"; (3) "Deepening Our Thinking about Reform"; and (4) "Imaginary Gardens and Exemplary Contexts: Language Arts Reform in the Urban Elementary School." Part 2, "Policy versus Reality: Implementation Dilemmas in Urban Reform," includes (5) "Chicago: A Primer in Reform Politics"; (6) "San Francisco and Oakland: Language Issues and Urban Reform"; and (7) "Boston: Three Cultures of Reform." (Contains 31 references.) (SM)

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